

ALL MANIPUR EDUCATIONAL CONFERENCE 1965-66

PROCEEDINGS

**The All Manipur Educational Conference
Organising Committee
August 1, 1966.**

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**All Manipur Educational
Conference**
1965-66

Organisers :

All Manipur Primary, Middle, Secondary School
and
Non-Government Teachers'
Associations and the
Secondary School
Head Masters'
Association.

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*Welcome Address of the President
of the Organising Committee.*

Respected President, Friends and Colleagues.

I accord my heartiest and sincerest welcome to you all, and also express my deep sense of gratitude to the few officers and friends (non-teachers) who have kindly attended the meeting and have made it a success by their kind presence.

This is the first meeting where all the teachers of all categories sit together to hammer out plans for the progress of education in Manipur. It is really heartening to think that we teachers are not lagging behind in contributing our mite to the welfare of our country, or, that we are at least willing or ready to do good for the people.

Dear Colleagues, we are pilgrims undertaking the arduous journey towards the sacred temple of the Goddess of learning from where like dispassionate priests we deal out knowledge to human being who suffer from an intense thirst for knowledge. We are disseminators of knowledge in Manipur. We are sowers of the seed of knowledge in the field of human mind. From that point of view we are really leaders of thought of our community. We

know, we feel and we realise what an important position we do hold in our society. But the irony is that our Government and our people do not realise it and are not prepared to accord the respect and status that is our due in view of the responsible duty devolved upon us.

The whole affair looks like a vicious circle. The Govt. is not doing things to the extent we expect it to do for us the teachers, devoted to the noble cause of educational progress in our country. Consequently the general public is not giving us the status we deserve. On the other hand, instead of exerting ourselves individually and collectively we too seem to be carried away along the downward-stream being tossed by the strong current of the timeforce. The result is obvious. The whole community is hit hard. How to extricate the Society from this downward movement? How to save it? That is the problem before us demanding its immediate solution. In it we have not ulterior motive, no selfish urge. It is purely out of a motive to save the society from its downward drift. It is out of a love for the nation. The aim and object of this august conference of teachers, the co-travellers in life, is purely out of this noble motive. Here we are to

discuss the various educational problems in Manipur vis-a-vis, the present social status of the teachers.

My friends will present these problems dealing with them in detail. So I need not touch upon them. But I would like to mention that in other countries various ways and means are adopted to enhance the social status of teachers in spite of their already holding considerably high position in the society because of their getting no mean salary in comparison with that of any other civil servant. As for example, in Turkey before passing a bill by the Parliament it is first referred to the Teachers Council for its opinion on it. Although its decision has no binding on the parliament the process does much in enhancing the teachers' Social Status in that country. Preaching of homilies eulogising teachership as noble profession serves no useful purpose.

Again in 1944 England was engaged in a life and death struggle for her very existence. She geared all her efforts and resources for the successful prosecution of the war. Even during this most hectic period of her history her parliament adopted the Butler Bill for

improvement and progress of education in that country. It involved increment of a huge sum in the educational grant. It meant a heavy drain on her exchequer. What a contrast with our Government's apathetic and let-go-things-as-usual attitude. What a hollow plea it is that our Govt. is poor and that it has not enough money for improvement of education.

In a recent speech Shri Chaghta our Education Minister assured that he would do his utmost to improve the teachers' lot. He said that while the Govt. had money to pay its civil servants there was no reason why there should not be money enough for payment of adequate emolument to teachers. He even hinted at imposing educational cess for the purpose. This is very much heartening to us. We wish, the proposal were implemented in no time.

Lastly I would like to mention the sharp difference now existing between Govt. institutions and private ones, between the service conditions of teachers in Govt. institutions and those in private ones. The students in the private institutions do not come from underneath the earth and those in the Govt. insti-

tutions do not descend from heaven. They are all equally children of the soil. They all equally belong to our nation.

Our constitution guarantees that persons of the same qualifications doing the same kind of jobs should be given equal remunerations and should be treated equally in respect of giving amenities of life.

I don't see any reason why there should be this differential treatment meted out to us, teachers in the private institutions.

We know that education of a people is a vast subject and that its improvement cannot be made over-night. But our complaint is against the attitude our Govt. assumes and the principle it adopts and follows in its treatment towards the private educational institutions.

The most pathetic thing in the whole affair is that there is no one to champion the teachers' cause except the teachers themselves in the private institutions. But when a person argues his own cause, his argument loses its natural weight and force in spite of its cogency

I pray the Almighty Father that good sense may dawn upon those at the helm of our education.

I once again accord my hearty welcome and sincere thanks to you all, specially to Sri Dwijamani Sarmah for his kindly presiding over this meeting in spite of his many engagements in life.

Dear friends, we are the co-travellers in life. We are either to swim or sink together. I humbly remind you of the common adage, "United we stand and divided we fall."

Let me conclude with the following ancient prayer:—

“সৰ্ব্বৈৰৈ সুখিনঃ সগু
সৰ্ব্বৈৰৈ সগু নিবাসয়াঃ।
সৰ্ব্বৈৰৈ ভদ্রানি পশ্যতু
মা কশিৎ দুঃখভাক্ ভবেৎ।

“Let all be happy; let all be free from diseases. Let all wish the welfare of all others; let no one be the victim of any kind of sorrow and suffering.”

Shri Ch. Pishak Singh



The Present Educational Policy of the Government of Manipur.

By: M. Iboton Singh, M. A.

It is extremely difficult to make an objective assessment of the Educational Policy of the Government of Manipur in the absence of any clear-cut policy statement issued by the Government. As a matter of fact, the Government or any of its spokesman has never made a categorical statement regarding the policy which the Government is following in the field of Education. However, from the trend of actions which the Government has been taking and of reforms it has been introducing during the last few years, we may infer something definite regarding the Government's Educational Policy the broad outline of which may be laid down as follows:

1. While the Government of Manipur seems to recognise the importance of Pre-Primary Education, it is the intention of the Government to relive itself of the responsibility for this stage of education to enable itself to devote

more attention to other stage of education ;

2. The Primary and Middle School stage of education will be so re-organised and re-oriented to meet the changing requirements of time and circumstances by revising the Syllabi and Curricula and by introducing new methods of teaching, and to ensure better quality of pupils there will be public examinations at the end of the Primary and Middle School courses ;

3. The Secondary Stage of Education will be so reformed as to meet the requirements of the Central Board of Secondary Education, Delhi with the ultimate object of contributing Manipur's own share to the achievement of an all India standard at the Secondary level ;

4. At the university stage, the Government will encourage an all round expansion of education by offering liberal grants to educational institutions and scholarships to deserving students, the Government is even envisaging the establishment of a university in Manipur.

5. As far as Technical Education is concerned while the Government is making concerted efforts for establishing institutions for providing technical education at lower level the Government relies on depending on other states in India, for higher technical education

the Govt. of Manipur's role in this matter being confined to reservation of seats in the technical institutions in the different states and to the award of stipends and scholarships for the benefits of students.

6. Side by side, the Government has an intention to encourage other branches of learning such as dance, music etc.

Thus the educational policy of the Government of Manipur looks quite nice and its general spirit is quite plausible. As a matter of fact, many of us do appreciate the policy. But our duty does not end here. We should go further and see whether the policy and the way in which it is being implemented are in any way defective against the background of our society.

Starting with pre-primary education, it is the natural desire of every Government to entrust the responsibility for this stage of education to some other agencies so that it may be able to pay more time and energy to the other stages. But in the particular context of Manipur the Government cannot afford to do that. There is no agency except the Government capable of assuming the responsibility for disseminating pre-primary education

among the mass. The parents are poor (the average per capita annual income in Manipur being Rs 171 only) and illiterate (the percentage of educated parents to the total population is as low as 3). So they can't employ tutors for their children, nor can they teach them at home. The panchayats and other local bodies are inexperienced and they do not have sufficient resources to bear the responsibility of pre-primary education. If, in such circumstances, the Government does not assume the full responsibility for pre-primary education it will commit a major mistake and there will be a wide vacuum in the structure of its educational policy.

Coming to the Primary and Middle school stage, we may take note of two important things viz., (1) introduction of direct method of language-teaching, (2) change of curricula. It is an established fact that the direct method which relies mainly on drilling is more effective than the indirect method with reliance on translation and formal grammar. It is found that a child taught along the lines of indirect method is always grammar conscious and whenever he speaks a language other than his mother tongue he think first in terms

of his mother tongue and then renders his thought into the other language. This process detracts from the natural fluency of speech and very often it makes the child tongue-tight. But a child taught along the lines of direct method commands the natural fluency of speech. However, direct method requires for its success trained and qualified teachers and social environments in which the language is generally spoken. But in the present context of Manipur, these pre-conditions are conspicuous by their absence. Manipur has probably the lowest percentage of trained teachers in the whole of India and English and Hindi are not spoken except in class rooms and lecture halls. It is therefore our considered opinion that time is not yet ripe for introduction of the direct method of language teaching on a mass scale.

Regarding the change of curricula we have to note certain points : (1) Dropping of History and Geography, (2) Introduction of crafts as a compulsory subject right from Class I and (3) introduction of Sanskrit or a modern India vernacular or a modern European language as an additional subject right from Class VI. Change or dynamism is a way of life, and

reform is a condition of progress. But dropping of history and geography is not a desirable change. I wonder whether a boy or girl who had no opportunity of studying the two important subjects would be able to form certain basic concepts of modern life such as 'National Unity', 'Social Change', 'International Co-operation' etc. Of course, along with the dropping of history and geography social studies has been introduced. But social studies cannot be a substitute for the other two subjects. Indeed, for proper understanding of social studies, knowledge of History and Geography is essential. The introduction of craft subjects may have a high ideological value. But in the absence of craft teachers and essential equipment, it will have little value. The conditions of the few basic schools in Manipur eloquently speak of the futility of introducing craft subjects on a mass scale. The introduction of a Modern European language or Sanskrit or a Modern India vernacular adds yet another item to the futile list of changes. Who will teach these subjects in our primary and middle school? Can the Government recruit teachers from outside? If the Government attempts to introduce certain schemes which cannot be implemented,

Governmental orders will lose their sanctity, and people will care little for change and reform. The whole affair looks like a wishful thinking, never meant for its implementation. A still another serious defect is the decision of the Govt- to adopt the syllabi and curricula of the Central School for the ordinary schools at the stage of classes VI—VIII.

But the most vulnerable spot in the whole structure of the present Educational policy lies in the decision of the Government to affiliate our higher Secondary Schools to the Central Board of Education, Delhi, while the ordinary high schools are still retained under the Board of secondary Education, Assam. There may be very good reasons to justify the decision, but it has actually reduced the whole structure of Secondary education to a mess. As a logical sequence of this decision, the Government has brought about a through-going revision of the syllabi and curricula in the lower classes (viz., classes I—VIII) to meet the requirements of the Central Board. However, after passing class VIII hardly 10% of the pupils can be accommodated in the few higher Secondary Schools and the remaining 90% will have to study in the ordinary high schools under the

Assam Board where they will be compelled to follow a completely new course including some subjects like history and geography which they had never studied in the lower classes. It is beyond doubt that the latter category of pupils will encounter enormous difficulties which may completely spoil the careers of many, nay the majority of them. Therefore, the ultimate result of the decision of the Government is a mass massacre of the innocent pupils. This difficulty could be reduced if more high schools can be upgraded into higher secondary schools or if the ordinary high schools were allowed to follow the old syllabus and curriculum in their lower classes. But both the escape-doors are tightly closed. It is not possible to upgrade more high schools into higher secondary ones because of shortage of qualified teachers, accommodation and equipment. Nor is it possible for the ordinary high schools to follow the old syllabus in their lower classes. Since public examination at the end of Class VIII has been made compulsory for all schools. The economic effects of the decision is no less ruinous. As the rate of examination fees for the Higher Secondary Leaving Examination of the Central Board is Rs. 60-65 as against Rs. 32 only for

the corresponding examination of the Assam Board, the poor guardians will have to spend Rs. 28-30 more for every student on account of higher examination fees alone. Taking Manipur as a whole the total loss on this account will be enormous and it will go on escalating scale along with the increase in the number of students. Besides, there is the question of migration of students (as most of the students will study in the colleges under Gauhati University after passing the Higher Secondary School Leaving Exam. of the Central Board) which will involve not only payment of fees but also a lot of botheration. Moreover, as Delhi is far away from Manipur there will be a lot of practical difficulties in the conduct of examinations of the Central Board at the examinations centres in Manipur.

Regarding University Education, although the Government is talking an all expansion, it pays little attention to the affiliated colleges. These colleges are taking lion's share in the great task of imparting higher education to the younger generation. The attitude of the Government towards these colleges is not in keeping with its general policy. Further, the Government of Manipur has not done anything for providing facilities of research.

Curriculum And Syllabus For The Existing Schools Of Manipur.

By : R. K. Bijoyasana B. A. B. T.

I am very thankful to the organisers of this Educational Conference of to-day for giving me this opportunity of expressing my views regarding the new curriculum meant for the schools of Manipur. Please excuse me for my inability to present the matter before the conference comprehensively. Criticism of any existing curriculum or framing a new perfect curriculum is the act of educational experts. It is very difficult on the part of an ordinary man like me to dwell on this subject comprehensively. I have only tried to point out some incoherent things here and there in the new curriculum published by the education directorate of Manipur.

Curriculum is the vehicle in which the education of a nation is carried. It must be based on some definite principles which, as enumerated in the report of the Secondary Education Commission of India, 1952-53 are well known to the teachers and educationists. Any attempt to force uncongenial and incoherent

subjects and studies on children, disregarding their aptitude and interest, is sure to lead to a sense of frustration or to obstruct their normal development— which ultimately leads to the deformation of the nation.

Existing types of school in Manipur :

At present there are four types of schools in Manipur—graded from (i) Primary (ii) Middle or Junior High School (iii) High School, and (iv) Higher Secondary School. At the primary stage there are classes i and ii ; the middle or junior high school begins from iii and ends in viii ; the high school begins from iii and ends in x ; and the higher secondary consists of ix x and xi.

Control over the different types of schools:

The primary and middle or junior high schools are fully controlled over by the education dept. of Manipur, having separate curricula and syllabi. Classes ix and x of high schools are controlled over by the Board of Secondary Education, Assam. The Higher Secondary Schools are controlled over by the Board of Secondary Education, Delhi. As such there is triple control over the existing educational system of Manipur up to the stage of higher secondary.

Curricula and syllabi :

According to the policy of the education dept. of Manipur, classes from i to v of the schools are to follow the syllabus prescribed by the education dept. of Manipur. Whereas classes from vi to viii, as notified by the education dept. of Manipur are to follow the syllabus prescribed for the central schools of India. Then classes ix and x of the high schools are to follow again the course for the H. S. L. C. Examination prescribed by the Board of Secondary Education, Assam. Lastly classes ix, x, xi of the higher secondary schools are to follow the courses prescribed by the Board of Secondary Education, Delhi. As a result of the difference regarding control over the different stages of schools, there is no systematic link in the curricula and syllabi to be followed by the schools, and for want of such link the students suffer from many technical difficulties—for example, students who have passed M. S. L. C. Examination at the end of class viii, have to change their courses of study from class ix for appearing in H. S. L. C. Examination of Assam.

A probe into the syllabi published by the Education Directorate of Manipur:

To begin with the syllabi published by the

Education Directorate of Manipur, it has been found that there are classes A and B in the primary stage for the subject of Arithmetic only, whereas the same stage begins from class i for other subjects. This is simply confusing. Why has mother tongue been dropped at the stage of classes A and B ?

Mother tongue :

Regarding mother tongue in class i, syllabus for the first quarter of the school year is too heavy for the standard and as the contents of the two books are almost the same, it is needless to introduce two books at this stage.

For class ii, furnishing of appendix for uncommon compound letters is not necessary as it will not come into practical use.

For class iii, there is no indication about the topics to be contained in a text book except the methods and as such there arises difficulties in preparing text books.

For classes iv and v, no rapid reader is prescribed and as for text books of these classes also there is no indication of topics except methods. The place of grammar is not detailed to be cleared.

Mathematics :

For class i, introduction of geometrical

plane figures is too difficult. Solid figures like cube, cylinder, etc. should be first introduced as they are concrete things.

For class ii, use of mathematical instruments should be introduced before teaching drawing and measuring. There is no mention of recognition of numbers beyond 9999 which had been introduced in class i.

For class iii division and multiplication by factors have been introduced before introducing the meaning of factors and multiples which are introduced later in class iv. The names of week days and the tables such as unit, dozen, gross-sheet, quire, ream—days, months and year should be introduced at this stage. But this portion has been, totally omitted from the syllabus. Recognition of Roman Numerals up to XX should be introduced before clock reading. Introduction of magic square is too difficult rather than recreational.

For class iv, sudden introduction of old units of square measure without the previous knowledge of old units of linear measure is not justifiable.

For class v the course of geometry is found more difficult than that for class vi of central schools. So there is no proper gradation in the syllabus.

As regards Social Studies, the lives of great men of Assam such as Gadapani, Rudrasingh, Surgadev etc., prescribed for class iv, have not been taught to the young learners. Lives of great men of Manipur should rather be introduced instead.

General Science :

For class iv, while studying the composition of air, only simple constituents like nitrogen, oxygen, carbon dioxide, cloud, dust etc. should be considered.

While studying the different kinds of stems, only normal stems can be taken up ; the modify stems can better be taken up at a later stage. A boy of class iv may find it difficult to know that onions and potatoes are stems but not roots.

The detailed process of preparation of plant food by the leaves is too difficult. The simple fact that leaves prepare plant food should be introduced at this stage.

The observation and study of earthworm and insects should not be pushed too far as to include the detailed morphological points like the arrangement of the respiratory and genital pores, the fertilization of eggs etc. Only their general structure as seen by the naked

eyes and their habitation, food and activities can be studied.

The introduction of the changes of seasons at this stage is too difficult. The diagrammatic representation of the phenomenon is rather difficult for the standard. Similarly the other phases of the moon than Full Moon and New Moon are also beyond the comprehension of the boys of this stage.

For class v, introduction of minerals as constituents of rocks is too difficult. Without knowing the nature of chemical compounds, students may not be able to distinguish between mineral and rock.

Regarding Health and Hygiene, the mechanism of nerves, bones, muscles etc. need careful representation in a simple way. Detailed information will make things too difficult for the standard.

ওঝাশিংগি অঝা-নম্বো ।

জি, সি, তোংব্রা

(তাং ১ । ৮ । ৬৫ ইংদ চিংগামখোঙ মনিপুর কলেজদ তরাগী
থোগল ওইন ডাংজিখিবদুদগী নিংশিংগগ শয় ইথোকচবনি । তাবি-
খিবগ থর তৈনব য়াওরম্ব য়াই—, য়ারোবিম্ব ।)

ওঝাগি অঝাভম দশা ভারত নংনরিবনি অশুম থল্লুরগ
আমেরিকাগি জেলখানাদ য়ায় মুংডাইন কাদোকশিং য়েনখিব
লীলা অম নিংশিংদব ওমদে । লীলাতু আইরলেও মচা সেমুয়েল
বেকেট হায়ব অমন ইবনি । লীলা মমিং “ওয়েটিং ফোর গোডোট”
কোই । গোডোট হায়রিব য়াইহু করি হায়রিবনো হংউবদ খঙদে
হায় লেখক মশাস্ত । লীলাতুগী চাওরাওপ য়ারীদি তমকম মুন্ন
খঙদে য়ান্নদি ব্রাখল লৈব খঙব য়াব, য়েংব হৈরবদি মুংডাইব
জাং অমনি । কাদোক তারিব মী নজগ দশাগি থবক তোরিব
ওঝাশিং মুংডাইগদোব ঠীলানি । ইচম চম ওঝাগি ফিভমদি
মনিপুরদ নজগ ভারত হাজিস্তি উটীখোইন চেন্দুন পুরিবমিগুথনি
হায়রগ নাতৈ চানব য়াইহ অম অনী শমথগেদি হায়দন করিগিনো
মুন্ন খঙদব লীলাগি য়ারীদ প্রমান ভোতুন মতম মাংহনলিব হায়তুন
শাওবিনিংব য়াওব য়াই । য়ারোবিব য়াদে মীওং মীওংতুগি মডাও
মতুং ইয় খুংইসি চখবনি । অতুগ অমরোমদ হায়রগ পৌল্লন্ত
মস্ত্রীন অঙগদৈ খুদাং মপায়থৎতুগি তনাব খাংনব চন্দ্রজিনীগি য়ারী
লীখিবতুগুথনি হায়ন লোবিগে হায়রবন্ত চানবিবনি । করিদি তোদগে
চাকলাস্ব ওহাক কাওনব—!

জাদিমির অমসুং এষ্টাগোন হায়ব মুপা অনীসি থোরকই,
নম্বো অমমমকা পোতুন কংইচৎপ মতৌ মান্নি । খুজংগি লম্বী
উখোঙ অমদ পেন্নৈ, গোডোট থিরৈ । মথোয়নী য়ারী থর শায়,

অমন ডাংবহু অমন ভাব তান উদে । লোনগি অখ'লৈব উদে ।
 সীনগি অরোইবদ অমন হায়, ফঃ, চংসিরা ঐখোয়বো ? অমহন
 চংপন চুম্বনি ঐখোয় চংসি । চংপ্রা হায়বসু মখোয়নীছ চংতে,
 লেঙপোং নন্তে । মরক্ত পোজে অমসুং লকী কোব নিপা অনী
 মপু মনাইগি মতোনি—খোবকই, অমন ইলিলি অমনা খাংই ।
 অচুম অরালগি রাখগদ পুত্ৰীংগি অকনব লিচাং (emotion)
 অমন য়ৈচৈহন ইলিনবগুম তোহলি সৌ অহমহন মখোয়নীসু
 ফিভম খর খর হোংন খোকই—হকচাংগ পুত্ৰীংগ লিংজেগ মায়-
 দবগুম—অমন লান্দ চংউনে “মিংচংকি বীরচক্রগি”—অমহন
 শিকুম নাকুম গুলীন খোঙ নাম লোহো, মনাসু ফং—চং নিব
 কোইন চংপদ হয়েং চং ছবান্দুন তাইখিবশিংন দাতা কর্ণ
 শাহুন চেংমেকক অমনীদং যেনবহন পুকসু থন্দ, অগুং চং
 খর চাবহন লাইনা পোকহন্দুন গিহনবসু উমদ রাহুন তোহ্লোইজাও ?
 “মটৈ য়েংকসু—ছকুম !” অহানবগি সীনগি লোইরমদাইদ পাও-
 পুং অডাং অম লাক্ৰগ হায়বৈ মিষ্টব গোডোট লাকপ ওম্মরোই,
 মহাক হয়েংদি শোইদন লাক্ৰনী । মজুদি এত্ৰুগোন অমসুং ভ্লাদি-
 মিরন ডাংনৈ—অজুদি ঐখোয় চংলসিরা ? উম, ঐখোয় চংসি ।
 নখোয়নীছ লেংবদি লেংদে ।

অনৌশুব অমসুং অহমশুব হায়বদি অবোইব সীলু চাওরাক্ৰ
 অক্ষানি । লংফৈগি নিপা অনীছ খোকই লোইরাইগি লকীহন—
 গোডোট ডাইটৈ—অতোপ্স অনীছসু ফিভম খর ওল্লগ অমুক
 খোকই । সীন্দুন লোইরমদাইদ গোডোটকি পাওপুং অডাংহ
 (মতম) খোরকই—হায়গিহুগ মায়দে মশক খঙনদে মখোয়গ—
 ওসিদি লাকপ ওম্মরোই—হয়েং শোইদন লাক্ৰনি হায়বসি ।
 অহমশুব সীলু লোইরমদাইদসু নিপায়গা মশক খঙদব অম অমুক
 লাক্ৰগ ওসিদি গোডোট লাক্ৰরোই হয়েং লাক্ৰনি হায়বগ চংখি ।
 এত্ৰুগোন ভ্লাদিমিরন হায়নৈ অজুদি ঐখোয় চংসি,—মানি

ঐথোয়ন চংপন করে। চংপদি চংতে লেংদন অতুম লৈ। মথোয়-
 নীন ডাইবসি অৱাব,—মুংগাইতব, আত্মাঘাট ভৌতন শিনিংব শিবছি
 খক শিদব মতোজু—অতোপ্প নিপা। অনীজগি হায়বদি মপু মনাই
 খীন ভোনবতুন অমুক হেন্ন রাহনব মুঙাইহন্দব পোকহল্লি। লীলাসি
 পৃথিবী টুব চংত্রে—য়ান্ন থাপংনৈ—নিউয়োককি ফাদোকশিংন
 য়ান্ন মুংগাইন য়েন্নথি—সুশ কোলেজগি ওয়াশিংসু পোডেট
 ঙাইবিব কাংবুনি লীলাসিবু মুংগাইনি হায়ন খনবিব য়াই।
 বেকেটকি লীলাসি খাইসি থোটকুথ থোট রাওদব কেবেক্টবগুথ
 বেবেক্টব য়াওদব, জ্ঞান তান রাবী শাবা ভায়বদি Sensible dia-
 logue য়াওদে হায়ব য়াই। খাইগ ইমান মান্দে হায়ব য়াব লীলা
 মথলঅমনি। লে নগি অর্থ লৈহন্দবন dialogue গি aim নি।
 “In a purposeless world that has lost ultimate
 objective dialogue like all action becomes a
 mere game to pass the time.” His use of langu-
 age is designed to devalue language as a vehicle
 of conceptual thought.”... মহাকসি মমাগি গৰ্ভমুংদ
 য়ান্ন রাইচিন্ন লৈকবহু কাওদে হায়। কোন্ মনৌংমথা তন্ন লৈব
 য়ান্ন পামই। Novel “Ulysses” ইব জেমশ জোইসক মথোয়-
 নীন শাব রাৱীদি ডাংনবিঙে মরক্ত লৈব Silence ন কুইব য়ান্ন
 হোন্ হায়। জোইশকি মচানুগীন মাব য়ান্ন পান্ন লুন ভৌবদ
 মহাক্স খুমথি, “ঐ নংগি বাজিগ রাৱী শাব লাকপনি, নংগি
 লাকপ নন্তে”। জুগীমচাহ্ন বেকেটপু থম্মোই পান্দব নিপানি
 হায়বদ কবি লাল্লদগে। ওয়াশিংসু revised pay scale,
 deficit grant system, next election নচিংব Godot
 ভাইবিব ফাদোক ডাক্তানি অহন্দন খুজ্জেন্দ চপশিল্লকপ, লানগি
 মৈখুন মিংত থুপহল্লকপ, চফু উয়ায় অচিকশদ রাবীশুতুন লক্করক-
 পছ থাংবদ থিংতং শাকনব হুংংচবনি।

“He, who can, does— he, who cannot, teaches” হায়ব G. B. Shaw গি ফাগীছ শিংনবগি ভাবত পেন্সিল, কলম, ডষ্টর, চোক, পোইন্টর, বম্পাশ মান মান খুংসু ওইজব খুংলাই পায়নছন ওসি ব্রাস্তগি খোন্ধুগ চীংঙা মখোঙদ পৈনরববনি “ধর্মক্ষেত্রে কুরুক্ষেত্রে যুয়ংসব” শিক্ষকবৃন্দ...। করি কারনগিনো “অজ্ঞানতিমিরদ্ধস্য জ্ঞানচক্ষুর্উন্মিলিতং তস্মৈ শ্রীংরবে নমঃ” হায়-নরিব অমম্ব— উদব— খডব হায়ব হিংচাবছদগ লাম্ব তোব ওঝাশিংন ওসি লক্ষ্যংদ ফি শেমছন খোন্ধরকইবসিবো ? বেদান্ত, ব্যাকরণ, ইতিহাস ভূগোল, রাজনীতি, নারীনীতি, অলজেত্রা লোজিক, ধর্মশাস্ত্র ধারাপাট, চীরোন শাস্ত্র ভোটনীতিনচিংব অখুম অহাও পুশ শাব যাব কামধেহুগি মখোম লুম্বগ পাণ্ডিঁব অর্জুনগুম্ব ছাত্র ছাত্রী লখা কোটিগি মচিঞ্জাক লুম্ব ব্রজ রাখালগুম্ব ওঝাশিংন active service তা চংলকইবসি কবয়ো কবয়ো ওরবম্ব যাই ব্রজবাসী মনিপূরীশিংন। করিসু উক্লিঙাহ লৈতে— ওঝাশিংগি, সনশেবহ রাখালশিংগি ফিতম— ফংমল্লছন তোবকইব Revolution নে— from the classes to the open Kurukshetra— armed with chalk and duster, fountain pens and map pointers, “যদা যদাহি ধর্মস্য প্লানির্ভবতি ভারত.....” অঙাং কোটিগি ওঝা লাখাব ওংপিছন ধর্ম কায়রব মতমসিদ “সন্তুভামি যুগে যুগে” হায়ব Head officer ছদ লানগি লুজিংবিসু হায়ব বার্তোন কংপ চংপনি। ঐথোয়নব ইতিক চারবদ জেনেব্ললছ করিগি খোরকওই ! মীচং গোখিস, ছাত্র ছাত্রী খোকহল্লু পরেং পরেং লখীদ পোরোকলংজাওদ— লেংবিসু পরেং ওঝাশিংসু— অতাংব কোক লুংলাং বৈহল্লি, অউব মধুপুরগি হিংচাবশিংন কন্ধকপেলছ রাইসি মরাং মরাংব বেম্ব পার্টি, লাওসি লাউদ স্পিকরদ খোঞ্জেলদসু তানব— “ওঝাশিংদ বাব কোবিহু” “চেরিটিগি টিকেট ওঝাদদি য়োনবিহু !” “মীচং

নাইজনৰ ওঝাবু ভোট খোমহনবিহু !” “ওঝাগি তলব দোকানগি কোমদে—!” “তলব অকরব ওঝাগি চেংদি মমল হেলহনবিহু !” মদুদগি strike, picketting নচিংব মথং মথং ছাত্ৰ ছাত্ৰী অমন্তং ওঝা ময়ান্ন লিংজেল মান্নব মতুং ইন্ন চংথগদবনি— চৈ থীন চাড্ৰি-বকাওষ লাংগদবনি লাওগদবনি । মশীংবু য়ান্ন উহনব উল্লবদি কিনব মতমসিদ ঐথোয়ন কনাবু বিহনব ডুম্মোইদগে ব্ৰজবাসী ইতিম্মাওশিং ! চংলু চংসি কংস নিংথোগি ধনুৰ্যজ্ঞ য়াওকসি । মহাদেবন কংসদ পীৰন্থ Education গি অরিব লীকুংছু ছজিক্তি স্তম চারবনি— কৃষ্ণ মচা অমন পায়ছন শাল্লবদ শোইদন তেৰুগদবনি । জয় জয় বলরাম কৃষ্ণগি জয় !— ধৰ্ম্ম লৈতব কংসমহারাজ মূৰ্দাবাদ ! ওঝা-শিংগি পোংলুম হেজংহনব হিংচাব নিংথো মথাং তেৰুসহু ! ইছুকেসনগি অমনব পথাব অমনব লীকুংন স্তম চাছন তেৰুপগুম ! ওঝাবু তলব য়ান্ন গীগদব নিংথো অম হাপসে কংসগি মহুং !

লান য়াওদব কুংরছন নোংমৈমরক চংবছম নু ডাইর.দাবোই— থল্লব ঐথোয়ন লানগি শাজেন তৌরুরিবনি য়েঞ্চব কংস, রাবন, মণ্ডিষাতুরব কনানো ? কদায়দ লৈবগে ? মাইকৈ থঙদন লম-ওকুম হেজু হায়বগে হায়বগি মতাদ থোদোকইবসিবু কদোমদনো ? গনতন্ত্ৰগি চঙকরব লৈডাক লৈনা মরকসিদ ঐথোয়ন শাওগদববু কনাদনো ? রাবনসিবু ইফালদা লৈব্ৰা ? দিল্লোদ লৈব্ৰা ? নত্ৰগ ভেটরশিংগি খুবক্ত লোংলিব জাংল ? ওঝাংগিবু নিংখিন গীজ-গীথক তোবিদ্রিবসিবু ছাত্ৰ ছাত্ৰীগি অভিভাবকবা ? ষ্টেট সুবকারনরা এসেম্বলীনা ? সরকারগি কোলেজ স্কুল অমদি প্ৰাইভেটকি কোংজ স্কুল থায়রিবসিন কবিগিনো ? প্ৰাইভেট স্কুল অমদি প্ৰাইভেট কোলেজদ তন্মিব ছাত্ৰ ছাত্ৰীশিংসদি প্ৰাইভেট সিটিজেনলা থাজনা থিদব অহল লন্ময় প্ৰাইভেট শেঙ্টেৰদ পোকথিবা ? পোংথোক্কি মতুং ইন্ন অনোথ মৌদ তৰামন গীবিব ফৈ । মৌশক মৌমাই য়েংব, উন উন উশিল্লদব ভৌগদব থুবক্তে লৈথোকপ লৈবাক্কি ফনব

খোশিন নহে। বাজাবগি দৰ মতাসিদ ছজিক ফংনৰিব অঠৈ
অঠৈগি অমসুং ওয়াশিংগি তব অফবসি য়ান্ন তামল্লবনি ।
ওফব তব ফ'ব অটোবশিং অমদি শেংপ চাব রাংতব মহা-
জননিংন ময়ামগি দণাসি কোকহনব ডম্বিৰোইদব ওইবদি উমগদব
মীণক খন্দুন অবাংভম ফস্থিব থিগে । A dog in the manger
গি মথোংহু শজিকলাহ শগোলশিংন তানিংজেদা !

ওঝা অমসুং ছ'ত্ৰ মণীং য়াম্মি হায়তনস্ত দস্তৰ, চোক, লৈতুম
পায়বশিংবু stengun, machinegun, rifle পায়ব অখোবশিংন
কিবিদোব লৈতবনি লান ভোদোশকক মবুক ফব ইত্থেকেশনগি
নিংখো অম election দ হাপ্ৰবদি কমদোই ? ইত্থেকেশনগি খাজনা
তোঙাল থিত্তন নিংখোসিগি মখাদ লৈব কাউন্সিল অমন আফিস
লিংছন চালাইবদি কমদোই ? কাৰবার ওইন ভোবদি মসিবু
কাম্মৰোইজা ? Government ন মাৰিগজা ? ইউনিভৰসিটি থুদিংগি
মকোক্ত Governor শুমন কমই। ইত্থেকেশনগি পোলিসিছ Government
ন পামফাংতব য়াওহনব য়ারোট— শম্ম হায়বদি freedom
পীয়ু য়ারোইদব control ভোনিংদব department অমনি ।
অত্থদি কৰিগিনো Education চাওখংনব ভোব তাব অফব
অচুম থবকশিংব odd খাবিৰিব ? অণোক চক্ৰন পরপ পরপ
ওন্দুন চাওখংপ পামই ; কংস, ববন, আয়ুব, চাওয়েন্ন odd
থারি । ওঝাশিংন odd লোথোকপিগদব Godot ডাইনরি।
ঐথোয়গি অশেংব য়েৰুবদি : ঐথোয় ইশা অম, মুংশিব খডনদব
ভাব তানদব মতম, চোপ্ৰব অমদি পান্দব, স্কুল কোলেজ পংলিংদ
লিংখংনব, থবক ভোকম লৈনদব, হিংদবদি যাদবনি অডম শক্তি
পুথোক্ৰত্থন Corruption Society অমদ নগ্ৰগ অমদ মিং চন্নব,
মকোক ডাওগনব মমৈ য়াংব ভোভম খডদব সরকার.....

ঐথোয়ন ভোগদব উপায় হায়ববু লাংব, লাওব, মীচং থোম,
ঝাৰে নংলে ফিভম ফল্লে হায়ত্থন লম্বীদ হোব উপাল থুদিংদ ইনব,

নৃদ অরাব কিভম ময়ামসি ইরগ য়ংব চহি অমদ অমক
 অনীরক কিরান পায়তুন লাওতুন মাইকৈ খুদিংদগি ছাত্র ছাত্রী
 ময়াম খোমতুন লাক্করগ চীংডামখোঙদ পৈনব—। চীংডা মথক্ক ওয়াগি
 মন্দির অম শাব, স্বরস্বতী অম লাংলগ মমাংদ কুণ্ড অম তোব,
 কুণ্ডদ ওয়াখুদিংন মান মান ওম্ব মমিংকি মপি তাহল্লয়া কপ্পিদব
 তলব খর চাপব ওঝ' য়াওবগ tiger balm মমিংত তৈবিব ।
 তুংখংলিব মিংকি পিসি মরিক মরিক ওইন পরীক্ষা পাশ বাদন
 তোনিংব ছাত্রশিংদ য়োনব । মত্‌দগি লাকপ কণ্ড অতুন ওয়াশিংগি
 ফিভম খর ফগংহনব য়াই পোনরিব অরা নম্বোছ খর য়াংব য়াই
 হায়ন থাজে । জয় জয় লৈবারু খোণাবিজব ওয়াশিংগি জয় !

Indiscipline Among the Student Community & Younger generation.

H. Gokul Sharma, B. A. (Hons).

Since the last world war there have been grave instances of indiscipline among students and younger generation of Manipur. They have attracted the attention of national leaders, provoked the educationists at all levels and above all shaken the parents and guardians. Indiscipline at home, indiscipline at school, indiscipline in the playground, indiscipline in the military and indiscipline in the various walks of social life has been so conspicuous by its presence that it needs not any reiteration. It has, sometimes, nay very often, been so dangerous that teachers in schools & colleges and invigilators in examinations have been attacked. Guardians are also victimised. Apart from these extreme examples of indiscipline, there has crept in the society a spirit of turbulence and rebelliousness. Some of it are, no doubt, a part of the general indiscipline & unrest in the world at large due to the almost destruction of the old values and the failure to evolve a new set of values. There are, however, some special factors

which contribute to the students' dissatisfaction leading to indiscipline in India and Manipur. The present situation causes concern but the situation, as it is, is not of an uncontrollable degree and if effective measures be adopted in time, a more normal attitude can be restored among students and the younger generation of Manipur.

Before adopting measures to tackle the problem, there must be a correct and unbiased appraisal of the situation and the extent of the causes which create the present state of unrest and indiscipline some of the essential factors which deserve special mention are briefly indicated below :—

Cause No 1— Lowering of the social status of the teachers:—

The teachers have been continuously leading the society from times immemorial right from the Vedic age down to until 25-30 years ago. But unfortunately the teachers of to-day are not respected in the same pedestal where they were worshipped and as such they cannot command the same respect and honour and wins affection of the students. Some of the major factors are given below:—

(a) When there was a growth of political consciousness during the Indian struggle among all other sections of the community, the students' imagination was also excited by the leadership of Mahatma Gandhi, Jawaharlal Nehru, Moulana Abul Kalam Azad, Mr. Subhas Chandra Bose and other political leaders of India. They are, then, infused with a spirit of revolt against foreign domination and political servitude. For various reasons, the teachers could not participate in the struggle for independence. So they lost the leadership of the society they had been so long enjoying. The community as well as the students lost faith in their leadership. As a result of this, leadership went to the political leaders.

(b) There has been unceasing and at times sweeping criticism of the prevailing system of education for the last many years. From criticism came out next step, condemnation. This has extended very soon to those in this profession and shaken the morale and confidence of the teachers. Consequent upon this, the public had little respect for this profession as well as those in this calling. Then the students also followed suit.

(c) During this period the teachers also

have been losing social status as their income could not be increased in tune with the rapidly rising price of the commodities.

(d) The age we are living in is an age of money. This is the only age in which money is having a towering prominence in all walks of life. Of all the ages ours is the one in which money can raise its invincible head preaching always the gospel, “সর্ব স্বর্গের পরিত্যগঃ
মাত্রেকং শরনং ব্রহ্মঃ” In this very age of money-worship, the teachers are enjoying, why enjoying, are forced to accept an income inadequate even lean for bare subsistence. The position with respect and prestige which they had been so long having since the dawn of knowledge and civilisation has been usurped by black-marketeers, profiteering, unscrupulous business men, mean contractors and crafty politicians who always hold out their hands only to be bribed. In such an age of nasty politics, twisted morality, distorted values of life, could we expect of the teachers to withstand the ceaseless blows of social deterioration. In the midst of such circumstances, many respectable teachers were forced to give up this profession with a solemn oath in their heart of hearts not to send any one of their posterity to this profession once most attractive

now most disgusted.

(e) Inordinate expansion of the facilities in education also contributed much to the lowering of the prestige of the teachers as an enormous number of unqualified, underqualified or ill-qualified teachers were to be appointed. The gap between the meagre number of teachers and the huge one of the pupils began to yawn. This cut off the close contact between the teachers and the students and therefore, the teachers could not win the love and affection of the pupils.

(f) Political interference in educational issues also contribute much to the lowering of prestige of the teachers. The proud political leaders are always meddlesome even in those matters which do not call for their immature brain. Further undue importance given to the examinations have tended to turn the teachers into mere agents for preparing the pupils for examinations.

(g) Thus the deterioration of the quality of teachers due to the above-cited facts has set up a vicious circle—by which the loss of leadership of the teachers has to keep able persons away from the profession and since abler persons keep away, the teachers progressively lose their leadership.

Economic Causes :— The almost total loss of leadership by teachers has been aggravated to a great extent by the growth of economic difficulties. Despite the opening of new avenues for employment and development of industries and commerce, the general economic distress is not on the decrease rather reverse is the case. The immense destruction of the natural resources during the last war has created conditions of scarcity. Consequently India is to suffer naturally as even the advanced countries are compelled to do so by force of unfavourable circumstances. While India suffer, could Manipur escape it? Moreover, a general tendency of intolerance has also crept in and therefore they cannot remain satisfied with the same condition to which they resigned themselves previously. This has affected the student community in various ways of which the most important ones are as follows :—

(a) With the rapid growth of Universal Education the number of pupils has increased and they are drawn from all rungs of the social ladder. Contrasted with the past, the majority of the students of to-day feel the stress of economic struggle even during their student life. In many cases, pupils have to support

themselves partially or wholly throughout their school and college career.

(b) Great as are economic difficulties they have to face during the career of studentship, even more grim is the prospect that faces most of them at the end of their scholastic career. The education of the majority of students is, thus, unprospective and purposeless. Because their education is purposeless, it does not fit them for any gainful occupation. Also a large number of students without having any special aptitude for higher studies flow from colleges to the universities only to pass their time before getting any opportunity of being employed. So they only drag on life in a vague hope without thinking of a bright future. Once they enter into the university level, they are, no longer, content with these facilities which they would have availed themselves of. Married to this disrespect for this system of education, its sweeping and constant condemnation engenders in them lack of expectation and the hiatus between expectation and capacity induce in the minds of the younger generation a sense of frustration and discontent. It threatens to corrode their character and destroy the basis of the society itself.

The severity of the economic struggle is much aggravated by a permanent feeling of uncertainty. The present life of the students is precarious and uncertain and the prospect that awaits them is dark and gloomy. Consequent upon this, a mental stress always harasses them and the seed of their mental peace and tranquility is destroyed. This all-round dissatisfaction has developed an attitude of all-time resentment in them which sometimes explodes in the form of rebels against the very edifice of the present society.

Cause No. 3. Causes formed by the defects in the Existing System :—No system can claim devoidness of any defects. This does not imply that we should not be on the alert to detect and remedy them. The sooner we discover and remedy them, the better will be the result—a double gain will accrue from it to the society—those defects will be no more and the society will be better at least to some extent. There are some constant defects in the existing system of education and they are responsible for maladjustments in the students and create a sense of frustration and discontent among the students. Some of the important defects which deserve special mention are given below :—

1. Though appropriate only for a handful of higher-education-bound students, the present system of education is overwhelmingly academic and literary. It has little scope to cater to the tastes and aptitudes of young men in the adolescent period. The present system of education creates a bias for white-collar profession and almost all are prone to neck-tie-and-coat way of thinking. It almost ignores the development of senses as well as other faculties of the students. The lesson of the dignity of labour is not inculcated in the minds of the students. Hence follow an aversion to all kinds of manual labour. It is also largely heedless of the development of character and sense of moral values among the students.

2. Despite the aforesaid facts, if the excellent syllabi of the present system of education be faithfully pursued, they will beyond doubt, develop in the pupils the power of independent thinking and balanced judgement. But facts are to the contrary. The present system of education laying too much stress on the final examinations develops in them a tendency to collect information without understanding. A student is thus valued according to his power of memory or cramming but not according to

his power of understanding or judgement. Thus arises the neglect of studies for a major part of the year except for a few days or months near the final examination. Gramming is not, thus, paid in its own coins. Rather, they are placed in an exalted position.

From this many undesirable results such as copying from others or from note-books and other hideous means are resorted to only to get through the final examination by any means fair or foul. It leads to encouraging a tendency to adopt unfair means as a short-cut to success.

(c) Since the possession of a degree is an essential condition for job, students who have done hardly any work throughout the year pin their faith to the final exam. and through various unfair means they try to be degree holders. Besides, this insistence on a degree induces thousands to enter into universities though they have neither capacity for nor interest in it. Inasmuch as they are either uninterested or inefficient, they not only pull down the the standard of education but also create fresh problems for the authorities concerned. When the students are uninterested, they become indisciplined. Afterwards their indiscipline does

not remain confined to the class room. Once they get into the habit of breaking rules in the class, they begin to break rules outside also.

(d) The present world is mainly democratic. But the school and colleges particularly the former one, are stratified society where authority at each level demands unquestioning obedience from those below. So long as the system of education offered a prospect, if not a guarantee, of employment and thus had a kind of justification in the eyes of the students and the parents, its authoritarian structure was generally accepted. But with the increasing unemployment among the educated people it is quite obvious that there should be a reaction against the past acquiescence. Besides, the students are quite aware of the fact that there is defiance of the laws everywhere by so many opposition parties of India against the government or by many trade unions against any authorities concerned. Once the spirit of revolt is created in the young minds, it is too difficult for them to differentiate just laws from unjust ones. In any case once the students got into the habit of breaking laws, they develop a spirit of disrespect for all laws. Much of the student indiscipline of to-day is an

aftermath of the part they have played during the days of national struggle and the innumerable agitations and demonstrations of the opposition political parties of India against the present government or upheavals of this native by different parties and unions.

4. Loss of Idealism and Absence of any other Idealism

Every age has got its own idealism to aspire after. The ship of the society is sailed towards its goal. Ideals are the guide and the beacon light which lead mankind to peace and tranquility. But sadly enough the course of the world affairs in the last two or three decades has encouraged only the growth of a spirit of cynicism, avarice, rebelliousness. The rapid growth of population and lack of development of the natural resources have caused economic distress everywhere. Moreover, this distress is aggravated by a desire of being relieved excited by a comparison of the living standards of the economically advanced countries such as U. S. A. U.K and others. The constant pressure of poverty most unreal tends to destroy many of the finer feelings of men. The idealism of being contented

and resignation to lot has been replaced by a fastidious desire after money. This has resulted in the set-up of an ideal of money worship irrespective of other aesthetic values of life. The spiritual idealism seems to be almost buried for ever giving way to materialistic ideology.

A few of the major factors are given below :—

(a) The last World War set in motion a process of general demoralisation all over Manipur. During the war truth was the first victim. Hatred, jealousy, enmity, pride became almost a religion with large section of the people. A class who drooped to meanness and adopted all objectionable methods of being rich rose in the firmament of the society. The hardships suffered by honest and sincere men when contrasted with the affluence of war-profiteers caused the retrogression of the community. Young people in the society could not be but affected by the loss of moral in the society and prevalence of black-marketing, profiteering, bribery and corruption polluted their mind. The trend of the social mind inclining to mean

things at the cost of high morality and eternal truth was shared by the younger generation with a faith that money earning and money making by any means mean or noble only to become rich became an ideal before them. Unfortunately it could not be checked in time. Hence they could not create any firm belief that money is not all in all in life. Their faith was also confirmed by the society's greater respect for money and wealth than any other values of life.

(b) Apart from the above facts, war led the loss of seriousness of purpose among large sections of the community of the students. During the war and its aftermath, there was a feverish growth of business and industry and government charities were also expanded inordinately. Large numbers of illqualified young men found employment in these conditions, unscrupulous persons other than able ones became richer and prosperous. It seemed that neither character nor ability was needed for success in life thereby indicating that cheap means are the only ways of rising in a cheap society where more valuable things of life count for nothing. If these are the irrefutable facts, is it surprising that the students should be demoralised and academic standards and scholarship should

suffer. And once academic standards and scholarship suffer, the students will not respect them and if they are bound to obey the things which they do not respect, it is forgone conclusion that breaking of laws known as indiscipline will surely result from it.

(c) We have already referred to the fact that the sense of economic insecurity is one of the major causes of student indiscipline. But even more far reaching are the effects of the loss of social moorings. We need not feel regret that the old institutions which suited only the old days have been buried once for all leaving only a dim memory. But what has shocked us is that we cannot offer them a new set of values on which the young generation can build up their life. The joint family system has been dubbed as old-dated but co-operation is appreciated. Is there any iota of truth that co-operation is possible without love and affection? To-day, not only has the joint family system disintegrated, but all family ties have been greatly loosened. One of the strongest forces for socialising the child has been weakened and has not been replaced by any other force.

(d) Another cynicism is that the so-called political leaders vested with powers and admired by all are not the same heroes as they find

in their minds. This paradox leads them to think that ideals are not in the society and therefore they need not crave for attaining any ideal.

(e) The low social status of teachers has also contributed to the loss of idealism among pupils. In fact, it has warped their sense of values from their infancy. Children read books about the respect that is due to the teacher and contrast it with the actual state of affairs. This has induced in them a tendency to accept as natural even glaring discrepancies between profession and practice. They have thus formed a belief that what is taught in the book is of no application to life. Plato has described the lie in the soul as the greatest evil that even befall an individual. We have to-day unfortunately a community which by its disrespect to the teachers encourages the growth of the lie in the soul in the entire growing generation.

(f) The factors cited above have created an attitude of mind where success by any means is the only value which young men recognise. Success has been interpreted in forms of worldly affairs

The success which demands long endeavour and labour and which require talents and faculties for a cause is less respected to day than the material success evident in the attainment of wealth. When the society is so myopic can we expect far-sightedness of the younger generation who only follow in the footsteps of the elders ones.

5. Cheap amusements and entertainments :— Apart from the above facts, the cheap amusements and entertainments of the society have been offered the younger generation and the students. From the other prevailing social conditions, the young mind cannot be attracted towards any seriousness of purpose. As their minds cannot be engaged in some serious matters they are liable to be diverted towards the cheap things of life. Light amusements pass for fine arts which reflect the society and require their brain to think over matter relating to literatures and arts. The festivals which are observed in Manipur have always been accompanied by amusements and entertainments. These amusements again are accompanied by micro-phones. The sound of the microphones is more attractive than

the preaching of the morals by the parents and guardians. The young mind which cannot see what will happen to-morrow has a strong desire to satisfy their minds availing themselves of the earliest opportunity. Once the frantic desire in their minds to enjoy amusements such as Shumang Lilas, cinemas etc, overcomes their sense of obedience they will not be able to take the advice of their parents. Once they begin to break the laws they will always be careless of breaking other laws. In this way, the cheap means of amusements and entertainments have contributed much to the indiscipline among the student community and the younger generation of Manipur. As the social conditions are favourable for the students to form bad habits we cannot expect any good result. When the society itself is indisciplined and is moving without any purpose, it will be a meaningless idea that the students who are the product of the society will be disciplined and purposeful. When drinking has been a habit of the elder ones, gambling a noble game among the officers and leaders, bribery and corruption a practice encouraged everywhere, it is well-nigh impossible that the followers- the students will be able

to protect themselves against the nuisances and nonesenses of the society.

Remedies:— Since the causes are not unintelligible, the remedies are not beyond our reach provided the society and the present Govt. of Manipur are serious enough to put out this spark which, if neglected, will burn the house of Manipur. Some of the noteworthy remedies are given below :—

1. The society should restore the loss of leadership by teachers in the true sense of the term.

- 2, A stop should be put to the sweeping condemnation of the system of education and those who are in this calling.

3. The materialistic ideology—the end justifies the means should be replaced by spiritual and perpetual ideals. Corrupt practices such as bribery, black-marketing, profiteering and advantages of gaining cheap popularity should be banned at the earliest possible.

4. The economic difficulties the teachers have to overcome only for bare subsistence should be got over by increasing their pay-scale and offering more emoluments and other facilities entitled by them because the respon-

sibility they are bearing in the society and as for the students number of scholarships should be increased and all possible facilities should be extended to them.

5. The defects in the system of education should be remedied gradually by laying more emphasis on the development of senses and other physical potentialities.

6. The undue importance attached to only final examinations should be removed and in its place the result of the students' sum-total of labour should be taken in proper account.

7. As many facilities as would suit students of different tastes and aptitudes should be open to the students so as to harness their energies in enhancing the national productivity.

8. The authoritarian character of the present system of education should be replaced by a democratic one.

9. The retrogression of the society should be checked as early as possible and a new set of values and ideals be created so that the students may not be without any rudder.

10. The initial pay-scale in the teaching profession should be made more attractive than those in other services of the same cadre so

that able persons may be attracted and trapped once for all.

11. The Government should be approached to open facilities of in-service training, educational conferences and seminars and study camps so that teachers especially in the elementary schools may be relieved of boredom and monotony which result from harping on the same drive.

12. The same recognition for research and good teaching and capacity for building up the corporate life of the campus be extended.

13. The teacher-taught ratio should be kept intact at 1: 30.

14. The head masters and other heads of institutions should be appointed not on political consideration but on the assessment of abilities and they should be empowered to appoint good teachers for their schools.

15. The sordidity and meanness of the present-day society be removed and the ideal of value-worship instead of money-worship should be revived that the students may be urged to realise them.

16. The eulogy of the teacher in theory and the disgust for them in practice—a glaring discrepancy between theory and practice be remedied.

17. The students should be encouraged to associate themselves with various types of responsible project for the upliftment of the society.

18. The students should be induced to realise the values of religion shorn of dogmas and rituals.

19. The ideals should be adapted before they are adopted.

20. The parents should be careful about their habits and practices i.e. the parents should not encourage young men to resort to mean ways of livelihood and prosperity.

21. The parents should first adapt themselves to the changing circumstances before trying to make their children adapted.

22. The adolescents should be debarred from going to any and every pictures that may pollute their character and spoil their conduct.

23. The society must make it a point to change and reform its habits before inducing the younger section to do so.

24. Cheap facilities of amusements and entertainments should be closed.

25. The society's indifferent attitude should be revolutionised into alertness and promptness.

JAI HIND

The Quality of Students

— R. K. Gopal Singh B. A., B. T.

An analytical discussion on the deterioration of academic standard at the High School level.

It is a clear-cut understanding that the quality of students in Manipur has greatly been deteriorating in the last few years. However, one should not be ready to underestimate the merit and intelligence of Manipuri students. Manipuri students were found well competent in the examinations conducted by different universities in India and abroad. The problem that affects the quality of students is not the questions of merit but it is the question of mismanagement and absence of proper guidance. Still we have reasons to expose the drawbacks in our education for consideration and verification.

As the quality of students is being deteriorated day by day, year by year, the cause of meritorious students is losing ground. The drawbacks may be cited from the records of the High School Leaving Certificate Examinations of the last two years. The percentage of pass was only 18 in 1964 and 28 this year. It leads to the so-called mass-failure and deterioration in the academic standard of our students.

Such a great wastage of students should not be ignored. What are the causes of such deterioration among the pupils ? The Government and the people should come forward to study the causes. The people should be energetic in eradicating such causes of large-scale failure. Large-scale failure means loss of money, time, energy and so on. For this state of affairs both the guardians and educational authorities are responsible. Schools are not managed well due to lack of fund, shortage of good teachers. Under such circumstances people seem to have lost their confidence in the teaching as imparted in our institutions and this gives rise to the so-called private tuition for their wards. Private tuition may produce indirect harmfulness to the cause of education. We require to be honest, hard working and responsible for the welfare of teaching and learning. The causes of education should be made free and frank, free from political prejudices, and free from being haunted for economic gain. A healthy atmosphere should be created; responsible officers should not help in destroying the cause of education. The nobility of the profession of teacher-ship should be supported by economic security.

The educational history of Manipur of the last decade is the story of establishing schools and expansion. The schools were not managed well proportionate to the expansion. The aspect of education has been entirely overshadowed by the social, economic and political disturbances. The following causes may be attributed to the deterioration in the academic standard at the high school level :

1. Dearth of teachers—Most of the Secondary schools cannot afford to employ the required number of teachers and the Dept. of education too, has failed to create the necessary number of post. Moreover teachers of different subjects such as Science, English and Mathematics are not available at all place. Especially schools in the rural areas and the hills suffer from such non-availability of teachers.

The government tries to send teachers to the schools in the rural areas, but this measure cannot cope with the situation. Because, the number of private schools exceeds the number of full fledged government schools throughout the territory.

2. Appointment and selection of teachers :—Only those persons who have the spirit to serve as a teacher should be appointed.

Appointment should not be based on favouritism, nepotism and bribery.

3. Scale of Pay—The scale of pay for the teachers is comparatively low. The service of a teacher is not attractive, it has been a stepping stone or way-stay service. Most of the teachers who are in the profession are always on the look out in search of better and more prospective posts.

4. Liberal Promotion—Almost all the schools are liberal in their promotion examinations. Because, they have to procure the required number of students for the maintenance of schools. Therefore most of the schools cannot always maintain the required Teacher-pupil-Ratio as specified by the experts and the Department.

5. Establishment of schools above the optimum number : It is found that some schools are set up not for the improvement of education but for earning money. Some schools are business shops and the school headmasters or the secretaries, the entrepreneurs. Very often schools are founded without satisfying the viabilities : population, jurisdiction, source of maintenance and the building including the furniture.

6. Irregular admission— Every year every school detains some of their students in the annual examination. Those detained students are given admission in the next higher class in any other schools including the government schools. Such kind of irregular admission is being done mainly by venture schools. Students who have been detained in the test examination for H.S.L.C. Examination are allowed to appear in some other schools as regular candidates or otherwise in the final Board examination. The education authority failed to check such a practice.

7. Sale of forged certificate— There are some headmasters who sell unaccounted, forged certificate for profit and most of the schools accept such kind of certificate for admission. No one comes forward to check such kind of undesirable activities.

8. Unsystematic teaching :—The most efficient of the trained teachers with better qualification should be entrusted with teachings the lower classes. The modern method and device should be employed especially in the lower classes. Students cannot follow because the teaching is not effective.

9. Parent-teacher association :—There is little co-operation between the teachers and the parents. The teacher does not know the family background of the pupils. And most of the parents also have little contact with the schools for the guidance of their wards. There are such guardians who even do not know the schools where his son is attending, and at what class he reads in. Efforts should be made to promote a closer and intimate relationship between the two.

10. Schools should be free from the hands of the Politicians—Politicians have been allowed to muddle with education specially in appointments, granting money for building, library, etc. There are some schools, set up by the politicians, which have been used as political tools.

11. Unsystematic and heavy syllabus :—The present syllabus is unsystematic and too heavy in some subjects. Text books are not systematically graded. Some books meant for class V are found to be more difficult than those of class VIII.

12. Inadequate school building--Most of the schools do not have sufficient number of rooms, leave alone the questions of hygie-

nic condition and space. In some schools class rooms are not safe either from scorching heat or rain.

13. Library—Students cannot avails themselves of the opportunity of having a library.

14. Education through foreign tongue : The major vernacular is not yet introduced in our schools due to the weakness of those who are in charge of education. Our students have to compete with their counterparts who have to write their answers in their own mother tongue. It is expected that the introduction of major vernacular will increase the percentage of pass.

15. Lack of Inspection. Much of the defects might have been eliminated earlier under a vigilant inspectorate but for the last some years this side has almost been neglected.

16 Lack of an Education Code—Lack of Education Code has made the government and the school authoity arbitrary in their respective spheres.

Now, it can be suggested that the low academic standard can be raised up by taking away the defects in our educational system, which have been discussed above. It is the people who will initiate whereas the Govt. should have a stern hand with rational out-look in its routine-work and policy.

The Presidential Speech

All Manipur Education Conference.

Friends, I am very happy to day to be in your midst and thank you for the honour you have done me by inviting me to preside over your meeting. As you have sat for long hours, I shall not tire out your patience by making a long speech. I propose to touch on the most salient points of educational interest in Manipur.

I shall begin with the primary education. In the last ten year or so many primary schools have been started by interested political leaders or by unqualified job-seekers with the patronage of political leaders. These schools are run mostly in rickety houses and have been provided with inefficient teachers appointed on the recommendation of political leaders. On top of this there is practically no inspection over these schools. Many schools are not provided with adequate number of teachers while many others are without sufficient number of students. Coming to Secondary Schools, we find there also lack of sufficient inspection. Consequently, Head masters and teachers are often

found absent in their schools. Incidentally, I may mention here that I went to a Girls' High School to have one of my daughters admitted and I had to go there thrice as the Head Master was absent. Human nature being what it is some sort of supervision is always necessary. If there is no provision of supervision, then lack of it is somewhat excusable. When there are the Director, Deputy Directors, Inspectors, Deputy Inspectors and Asstt. Inspectors lack of supervision is never pardonable. To my mind the Inspecting Officers are too much tied to their offices. They can never expect to be able to improve the fallen standard of teaching merely from their offices.

The success of introduction of the three Year Degree Course has become highly uncertain. It has been difficult to provide all the existing High Schools with qualified staff and necessary equipment. Some states have not yet adopted, and I think, wisely the Three Year Degree Course and some states after adopting it, have reverted to the old system.

At present High Schools of Manipur are affiliated to the Board of Secondary Education, Assam and Colleges to the Gauhati University. The Government Manipur have decided to have

the Higher Secondary Schools of Manipur affiliated to the Delhi Board of Secondary Education. I fully agree with you that this step of bringing Higher Secondary Schools under the Delhi Board leaving all other institutions under Assam, is not a right one. If the Government of Manipur cannot set up a Secondary Education Board I do not think, it is difficult to do so and a University for Manipur, all the educational institution should be placed in a co-ordinated system under the same authority, and not some under Assam and some under Delhi. This unwise step will cause a good deal of inconvenience and unnecessary waste of money to candidates of Manipur. Students passing the Delhi examination will have to seek migration certificates from Delhi in order to join local colleges in Manipur. We may not think of those few who can afford to go outside to join other Universities. But the unnecessary inconvenience and waste of money caused to majority of the successful candidates who read in local colleges must never be lost sight of. Assam being nearest to Manipur, we should have all our educational institutions connected with Assam if we cannot have our own arrangements.

There is an important matter to which I would like to draw your pointed attention.

This is the question of the medium of instruction at the university stage. We know that regional languages are going to be adopted as media of instruction in all the universities of India. Where will our students go for higher studies unless we have a university of our own? A beginning has to be made by setting up a Secondary Education Board for Manipur to meet the changing conditions.

There is another matter which is as important as the one which I have referred to. This is the question of the medium of examinations held by the U.P.S.C. for all Indian services. All the languages mentioned in schedule VIII of the constitution are likely to be the media of examinations for all India services. If this is done our boys and girls will be at a great disadvantage. I would like to suggest that the Govt. of Manipur should take steps that Manipuri may be included among the languages mentioned in schedule VIII of the constitution. Alternatively, the Govt. of India may be requested to reserve a good number of posts that be thrown open for competition to those candidates who take the examination through the medium of English for reasons of their

own mother tongue not being recognised as media of examinations for all India services. These are only suggestions for your consideration. Some such steps are to be taken beforehand to safeguard the interest of our young-men and girls.

It is too hackneyed to say that the pay-scales of our teachers are highly inadequate for the teachers to maintain a decent standard of living. Steps taken by the state governments to ameliorate the conditions of the teachers fall far short of expectations. The Union Minister of Education is anxious to help the state Govts. in finding better pay-scales for the teachers and has proposed that education should be made a concurrent subject. All the states except the Punjab have not reacted favourably to the proposal of the Union Education Minister. So the conditions of the teacher remain the same as they were. If the states are not in a position to improve the existing lot of the teachers it is but good and proper that education is made a concurrent subject so that the Center may also come into the picture.

In recent year there has been a growth of venture colleges in Manipur in a most un-

planned manner. It is very doubtful if all newly started colleges have got sufficient roll strengths. The way in which aids are being given to the colleges seems to be unprincipled. It is doubted whether sufficient supervision is being made by the Govt. with regard to utilization of the aids for the purpose for which they were granted.

I would like to conclude by saying that we have had enough of expansion in education. We should divert our attention to the consolidation of what we have achieved so that quality of teaching may be improved and wastage of human material and money may be stopped.

Dwijamani Dev Sharma.

Resolutions passed

At the Educational Conference

Held on 1-8-65.

1. This conference notes with deep concern the intention of the Government of Manipur not to bear the responsibility of diffusing Pre-Primary Education in this Territory in the near future. Pre-Primary Education is important, because it is at this stage of education that a child's latent faculties are systematically roused for the first time. The State and the society must, therefore, provide for efficient agencies for spreading it. In the present context of Manipur the Government is the only agency capable of bearing the responsibility for this stage of education; the guardians being poor and illiterate the average per capita annual income in Manipur being Rs. 171-only and the percentage of literate guardians to the total population being 3 only) and the Local Bodies (Panchayats and allied bodies) being inexperienced and ill-equipped cannot take responsibility for imparting pre-primary education to the young children.

It is, therefore, resolved that the Government of Manipur be requested to continue to bear the full responsibility for diffusing pre-primary Education in this Territory so long as other efficient agencies do not come forward to take the responsibility from the Government.

2. This conference has objectively and impartially analysed the various implications of the Government of Manipur's decision to affiliate the Higher Secondary Schools in Manipur to the Central Board of Secondary Education, Delhi. The decision deserves condemnation on ground of academic attainment, economy and practical expediency. Academically, the decision is disastrous. As a logical sequence of its decision, the Government has brought about a thorough-going revision of the syllabi and courses of studies in the lower classes viz., classes i—viii to meet the requirements of the Central Board. However, after passing class [VIII] hardly 10% of the pupils can be accommodated in the few Higher Secondary Schools and the remaining 90% will have to study in the ordinary High Schools under the Board of Secondary Education, Assam where they will be compelled to follow an entirely new course including some subjects like history and geography which they

had never studied in the lower classes. It is beyond doubt that the latter category of students will encounter enormous difficulties which may completely spoil the careers of many, nay the majority of them. Therefore, the ultimate academic result of the decision of the Govt. will be a mass massacre of the innocent pupils. Economically, the decision is ruinous. As the rate of examination fees for the Higher Secondary Leaving Examination of the Central Board is Rs 60-65 as against Rs. 32—only for the corresponding examination of the Assam Board, the poor guardians will have to spend Rs 28-33 more for every student on account of higher examination fees alone. Taking Manipur as a whole the whole loss on this account will be enormous and it will go on an escalating scale along with the increase in the number of students. Besides, there is the question of migration [as most of the students will study in the college under the Gauhati University, after passing the Higher Secondary School Leaving examination of the Central Board] which will involve not only payment of fees but also a lot of botheration. Moreover, as Delhi is far away from Manipur there will be a lot of practical difficulties in the conduct of examinations of the Central Board at the center, centers in Manipur.

It is, therefore, resolved that the authorities be requested to retrace their steps in the educational interest of Manipur, and to affiliate the Higher Secondary Schools of Manipur to the Board of Secondary Education, Assam and make feasible arrangements of examination for the Students already followed the syllabus of the Central Board of Secondary Education, Delhi.

3. This conference gives its careful and detailed consideration to the present policy of Manipur Government in the matter of the grant of financial assistance to the private Colleges and also takes note of the fact that the private colleges are given government-aid at a same and uniform rate. There is no case of either enhancement of or reduction to the rate of the aid money according to the individual differences of the colleges in respect of their status, students and staff strength etc. This system of grant of financial assistance to those colleges at the same rate betrays lack of standardisation in the assessment of the Government aid in conformity with the realities of situation obtaining in the different colleges. It precludes the consideration of such facts as the different stages of growth, maturity and financial conditions of the respective institutions and as

such provides no relief to the new colleges as well as the old and full-fledged colleges.

This conference is of the opinion that the difficulties and inconveniences caused to the private colleges by this system of grant of financial assistance can be relieved by the adoption of the grant-in-aid system which had been very successfully introduced in private colleges of Assam and which is being termed for the sake of convenience very briefly as Assam Aid Pattern in the body of this Resolution. This conference also wishes to outline the following salient features of the Assam Aid Pattern:—

[i] The Private Colleges have to hand over 60% of their annual income to the Government.

[ii] The Government has to bear 50% of the expenditures on the expansion of the teaching staff consequent upon the introduction of T.D.C. and the remaining 50% of the same has to be borne by the U.G.C. The same procedure is also followed in the case of maintenance of pay scale and also in the case of permanent construction and teaching equipments.

[iii] All the other expenses [the payment of staff, teaching as well as administrative, provided

fund etc.) of the colleges are entirely borne by the state government. It is, therefore, resolved that Manipur Government be requested to introduce the Assam Aid Pattern in the Private Colleges in Manipur at an early date.

4. Whereas the students and the teachers in the private educational institutions are the very children of our Bharat mata as those in the Government institution, and whereas our sacred constitution guarantees that persons of the same qualification and doing the same kind of job should be given equal emoluments, that is, it guarantees justice—social, economic and political and equality of status and of opportunity. This conference of teachers regrets much that our Manipur Government metes out sharp differential treatment towards the private but recognized by the Government, educational institutions and to teachers serving there.

Resolved that the Government be requested to mete out equal treatment to all educational institutions irrespective of their being Government and private, if the latter is at all recognized by the Government, by stopping forthwith the present differential treatment so unjustly meted out towards the private institutions as well as towards teachers serving in them.

5. Some of the scheduled and non-scheduled languages of India have obtained their places in the syllabus and curriculum of the University both as the compulsory and elective subjects. Manipuri language has also been accorded its position in the syllabus and curriculum of the University both as compulsory and elective subjects. Unfortunately it has not attained major vernacular status in the High School and Higher Secondary stages of educations.

Non-adoption of the Manipuri language as a medium of instruction has caused inconvenience to the Manipuri students and accounted for greater percentages of failures every year in the examinations. Manipuri language has attained such stage of its progress as to find its place like its sister languages as a compulsory and elective subjects under the University and one sees no reason why it should not be accorded major vernacular status.

It is therefore resolved that the Board of Secondary Education, Assam, be moved to accord major vernacular status to Manipuri language at an early date.

Further resolved that the Government of Manipur be requested to take necessary steps in this direction.

6. Where as in other Departments such as P.W D., Medical etc. an officer's post is upgraded granting him scale of pay according to his/her achievement in experience or qualification a teacher is not upgraded nor his/her pay increased in spite of his acquiring higher qualification in the academic field. Instead of encouraging the teachers for acquiring higher qualification just to improve the quality of teacher this denial or non-recognition of enhanced qualifications of the teacher by the Government merely exhibits its having a distorted sense of value of teachers. It also involves a self-contradiction on the part of our Government in that it grants a graduate scale of pay to a new graduate teacher which scale it denies to a matriculate teacher graduating himself during his/her in service.

It is, therefore, resolved that the authorities be requested to give appropriate scale of pay to a teacher according to his qualifications and experience irrespective of the post he/she holds and teachers having ten years teaching experience be treated trained teachers.

7. Many schools in Manipur cannot be run properly for want of sufficient number of teachers.

and due to unusual delay in filling up the vacancies—temporary and permanent.

It is, therefore, resolved that authorities be requested to appoint teachers according to sections in the institutions and to fill up the occasional vacancies to the school without unusual delay.

8. On a separate Secondary Board of Education for Manipur.

Last year more than 6000 students appeared at the High School Leaving Certificate Examinations conducted by the Secondary Board of Education, Assam. It is expected that the number of students may come up to 10,000 in near future. Every year students of Manipur are paying lakhs of rupees to the said Board as examination fees and other allied expenses. As Assam and Manipur are under separate administration, sometimes students suffer from different educational policies and suffer from inconveniences arising out of transport and communication.

It is, therefore, resolved that the Government of Manipur be moved to set up a Secondary Board of Education for Manipur without delay so as to bring a permanent solution of the problem.

9. The existing L. P. schools in this Territory of Manipur are being run without any Chawkidar. The absence of Chawkidar has caused innumerable inconveniences resulting very often in fact that even the Hd. Pandits are sometimes compelled to go to the Education Office to hand over the leave-applications and for other various transactions. Again, as the schools are having none to look after, they cannot be kept neat and clean. The Manipur Government's indifference to such essential things is quite regrettable.

It is, therefore, resolved that the government of Manipur be requested to appoint Chawkidar for the L.P. schools in Manipur at an early date.

10. Resolved that a committee be formed consisting of the following members to submit a memorandum to the Education Commission under the Chairmanship of Dr. Kothari.

Members:

1. Ch. Pishak Singh (Chairman)
2. R.K. Shitaljit Singh
3. A. N. Paul
4. Kh. Ibopishak Singh (convenor)
5. H. Yumjao Singh
6. T. Ibohal Singh

11. Resolved that the Organising Committee, All Manipur Educational Conference be re-activated to undertake follow-up action contemplated in to-day's conference and to take up the work of completing the formation of All Manipur Teachers' Federal Body comprising Schools and Colleges of all levels.

The following members are co-opted as members of the committee :—

1. S. Nadiachand Singh, Hd. Master, Malom H. School.

2. A.N. Paul, Hd. Master, Bengali H. School.

3. N. Ibobi Singh, Hd. Pandit, Oinam Thingel J.B. School.

Resolved that Shri Kh. Ibopishak Singh be elected secretary of the committee and one third of the members present in the meeting will form the quorum.

Sd/- Shri Dwijamani Dev Sharma,
President, All Manipur
Educational Conference.

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